Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "underlines expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Exercise Science, B.S.

Submission Year
2024-2025

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Demonstrate an understanding of important concepts related to: 1) anatomy, physiology, and biomechanics of the human organism; 2) exercise science laboratory techniques; 3) fundamentals of scientific research; and, 4) the promotion of healthy lifestyles.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome
Percent of Exercise Science students who are "first-time test takers" and achieved a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest of the Professional Knowledge Inventory (PKI).

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of "first-time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.

Performance Target for "Partially Met"
70-79% (or all but one student) of "first-time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.

Performance Target for "Not Met"
<70% of "first-time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.

Assessment Measure Used	**Frequency of Assessment**
PKI subtest (anatomical, physiological, and biomechanical conceptual knowledge)	Every Fall and Spring semester in PEES 499 to graduating seniors

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
55% (21 of 38)	1

Comments/Narrative
The expected outcome was not met for this subtest. 55% (n=21) of the 38 students scored 70% or higher on the conceptual knowledge subtest in anatomy, physiology, and biomechanics of the human organism. This represents a slight reduction compared to the previous academic year (55% versus 65%). The group mean score was 65%, which is also lower than the previous academic year (65% versus 71%).

Resources Needed to Meet/Sustain Results
One FTE Faculty Slot

Explanation of How Resources Will Be Used
The addition of a full-time teaching position in the area of Exercise Science would allow for more consistent teaching assignments, smaller class sizes (by adding sections offered), as well as program curricular revisions.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of

performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the exercise science laboratory techniques subtest of the PKI.

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.

Performance Target for "Partially Met"
70-79% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.

Performance Target for "Not Met"
<70% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.

Assessment Measure Used	**Frequency of Assessment**
PKI subtest (exercise science laboratory techniques)	Every Fall and Spring semester in PEES 499 to graduating seniors

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
53% (20 of 38)	1

Comments/Narrative
The expected outcome was not met for this subtest. 53% (n=20) of the 38 students scored 70% or higher on the conceptual knowledge subtest in laboratory techniques. This represents a slight reduction compared to the previous academic year (53% versus 58%). The group mean score was 63%, which is also lower than the previous academic year (63% versus 68%).

Resources Needed to Meet/Sustain Results
One FTE Faculty Slot

Explanation of How Resources Will Be Used
The addition of a full-time teaching position in the area of Exercise Science would allow for more consistent teaching assignments, smaller class sizes (by adding sections offered), as well as program curricular revisions.

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the exercise science research subtest of the PKI.

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest

Performance Target for "Partially Met"
70-79% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest

Performance Target for "Not Met"
<70% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest

Assessment Measure Used	**Frequency of Assessment**
PKI subtest (exercise science research)	Every Fall and Spring semester in PEES 499 to graduating seniors
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
89% (34 of 38)	3

Comments/Narrative
The expected outcome was met for this subtest. 89% (n=34) of the 38 students scored 70% or higher on the conceptual knowledge subtest in research, indicating substantial improvement when compared to the previous academic year (89% versus 68%). The group mean score was 79%, also superior when compared to the previous academic year (79% versus 77%).

Resources Needed to Meet/Sustain Results
One FTE Faculty Slot

Explanation of How Resources Will Be Used
While this goal was met this year, the addition of a full-time teaching position in the area of Exercise

Science would allow for more consistent teaching assignments, smaller class sizes (by adding sections offered), as well as program curricular revisions.

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the promotion of healthy lifestyles subtest of the PKI.

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of "first time test takers" achieve a score of 70% or higher on the healthy lifestyles subtest

Performance Target for "Partially Met"
70-79% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the healthy lifestyles subtest

Performance Target for "Not Met"
<70% of "first time test takers" achieve a score of 70% or higher on tthe healthy lifestyles subtest

Assessment Measure Used	**Frequency of Assessment**
PKI subtest (promotion of healthy lifestyles)	Every Fall and Spring semester in PEES 499 to graduating seniors

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
61% (23 of 38)	1

Comments/Narrative
The expected outcome was not met for this subtest. 61% (n=23) of the 38 students scored 70% or higher on the conceptual knowledge subtest in promotion of healthy lifestyles. This represents a moderate reduction compared to the previous academic year (61% versus 74%). The group mean score was 74%, which is also lower than the previous academic year (74% versus 80%).

Resources Needed to Meet/Sustain Results
One FTE Faculty Slot

Explanation of How Resources Will Be Used
The addition of a full-time teaching position in the area of Exercise Science would allow for more consistent teaching assignments, smaller class sizes (by adding sections offered), as well as program curricular revisions.

Goal Summary

Goal Summary/Comments
The decline in test scores compared to last year can be partly attributed to the challenges faced by this group of students, who were significantly affected by COVID-19. They experienced major disruptions in their education since high school, including remote learning, inconsistent access to resources, and changes in classroom dynamics. These issues may have made it harder for them to prepare for college and grasp key concepts in the courses related to outcomes 1, 2, and 4, which are taught during freshman and sophomore years. Additionally, the stress and uncertainty from the pandemic likely impacted their focus and motivation, potentially leading to lower performance on assessments.

We attribute the positive score in outcome 3 (exercise science research) to the consistent use of active learning methods in the class, such as article discussions and group projects. Additionally, the instructor has made content-specific revisions in the course based on previous academic performance in this program assessment, resulting in improved student performance. Finally, the subject matter in the exercise science research course is reinforced throughout the junior and senior years, allowing students to master these core concepts in upper-level classes and other academic experiences within the major.

Changes Made/Proposed Related to Goal
Faculty is currently developing a curriculum map to track when students are introduced to core concepts, when these concepts are reinforced, and when mastery is expected. This approach will help ensure alignment between learning objectives, teaching methods, and assessments throughout the program.

The Program Coordinator has been temporarily relieved of teaching graduate courses and will receive an additional course release next year to address CAAHEP responsibilities. This provides the opportunity to intentionally revisit the PKI and meet with each instructor to share and discuss data. The goal is to use this data to inform and enhance instructional practices and/or decisions.

Additionally, faculty members have been encouraged to reflect on their teaching practices and available resources while exploring professional development opportunities. Innovative teaching methods, such as active learning strategies (including problem-based learning, case studies, and group projects) and the use of interactive content, can significantly enhance student engagement and deepen understanding of the material covered in core courses.

Finally, the PKI has been reviewed and reformulated to serve as a preliminary assessment of student understanding before they take the Exercise Physiologist Certification Exam provided by the American College of Sports Medicine. Following a recent on-site visit for CAAHEP accreditation, it was recommended that the PKI be used as a measure of student preparedness for this important certification exam.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Demonstrate professional knowledge and skills necessary for satisfactory performance in a clinical setting.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for professional knowledge demonstrated.

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Professional Knowledge.

Performance Target for "Partially Met"
70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Professional Knowledge.

Performance Target for "Not Met"
<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Professional Knowledge.

Assessment Measure Used	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric Professional Knowledge sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
97% (35 of 36)	3

Comments/Narrative
The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Professional Knowledge, of the Site Supervisor's Final Evaluation. The data indicate improvement when compared to the previous academic year (97% versus 90%).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for practical/clinical skills demonstrated

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Practical/clinical skills

Performance Target for "Partially Met"
70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Practical/clinical skills

Performance Target for "Not Met"
<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Practical/clinical skills

Assessment Measure Used	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric (Practical/clinical skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
94%	3

Comments/Narrative
The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Practical/clinical skills, of the Site Supervisor's Final Evaluation. The data indicate improvement when compared to the previous academic year (94% versus 85%).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for work ethic and initiative during internship

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Work ethic/initiative

Performance Target for "Partially Met"
70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Work ethic/initiative

Performance Target for "Not Met"
<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Work ethic/initiative

Assessment Measure Used	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric (Work Ethic/Initiative sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**

100% (36 of 36)	3

Comments/Narrative
The expected outcome was met for the number of students scoring 4 or higher on the sub-section Work ethic/initiative of the Site Supervisor's Final Evaluation. The data indicate improvement when compared to the previous academic year (100% versus 89%).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for appropriate and effectiveness and accuracy of verbal communication during the internships

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Verbal skills

Performance Target for "Partially Met"
70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Verbal skills

Performance Target for "Not Met"
<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Verbal skills

Assessment Measure Used	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric (Verbal	Every Fall and Spring semester in PEES 490

skills sub-section) (Internship)

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
97%   3
(35 of 36)

Comments/Narrative
The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Verbal skills, of the Site Supervisor's Final Evaluation. The data indicate improvement when compared to the previous academic year (97% versus 93%).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 5

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for accuracy of written skills during internship

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Written skills

Performance Target for "Partially Met"
70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Written skills

Performance Target for "Not Met"
<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Written skills

Assessment Measure Used   **Frequency of Assessment**

Site Supervisor Evaluation Scoring Rubric (Written skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)
100%
(26 of 26)

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Written skills, of the Site Supervisor's Final Evaluation.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This program goal is a strength of our curriculum. The Internship coordinator will keep adding new internship site contracts and work with instructors, advisory board members, and site supervisors to get feedback on the evaluation tool and scoring rubric to ensure they are relevant and reliable.

Changes Made/Proposed Related to Goal
The internship coordinator and instructors will continue to revisit the evaluation tool and scoring rubrics for all internship assignments to enhance rigor and strengthen students' professional disposition skills.

Additionally, the PEES advisory board was established and held its first meeting in February 2024. The board members include professionals from the fields of fitness, physical therapy, occupational therapy, athletic training, cardiopulmonary rehabilitation, recreation, and physical education. These professionals provide insights on current practices, enhance networking opportunities, and help refine our evaluation tool to meet industry expectations. Their ongoing feedback will ensure that our program remains relevant and effective.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Determine the percentage of Exercise Science graduates that are either 1) employed within their field of study or 2) attending graduate school in a related field of study within one year of graduation.

Pillar of Success Supported
Facilities Positioned for Growth and Efficient Utilization

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Percentage of Exercise Science graduates that are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
At least 80% of Exercise Science graduates are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

Performance Target for "Partially Met"
70-79% of Exercise Science graduates are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

Performance Target for "Not Met"
<70% of Exercise Science graduates are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

Assessment Measure Used	**Frequency of Assessment**
Graduate survey deployed by Internship coordinator approximately 1-year post graduation.	At the end of every Spring semester.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
82% (23 of 28 respondents) were either employed within the field of study or attending graduate school in a related field of study within one year of graduation.	3

Comments/Narrative
The expected outcome was met. We have received a high response rate from former students in our surveys by using different communication methods, such as email and social media platforms. Students have been alerted about the importance of the survey upon their arrival in the program (PEES 219) and several more times (PEES 283, 202, 490 & 491) as they progress. In addition, the department's administrative specialist keeps a data base of contact information for our senior students.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Our hope is that we are able to continue tracking the professional success of our graduates once they leave our program. We recognize that status after one year does not define professional success. However, we would like to be able to communicate with future students/parents, as well as the Admissions department, about our success in placing students within the field.

Changes Made/Proposed Related to Goal
We will continue to reach out to graduates via email and social media platforms (Facebook and Instagram) as this has proven to be an effective means of contacting alumni. The program coordinator has been working with the Administrative Specialist to establish a comprehensive database of graduating seniors that will be used, in return, to track professional/employment status and/or graduate school enrollment.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"
Not Applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used	Frequency of Assessment
Enrollment & Graduate data from Academic Affairs office.	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
192.2	3

Comments/Narrative
The expected outcome of major enrollment was met by our program, with a 5-year rolling average of 192.2 students per year. Exercise Science continues to attract a high number of students, mostly due to the increased interest in clinically based professions such as physical therapy, occupational therapy, cardiopulmonary rehabilitation, and athletic training.

Resources Needed to Meet/Sustain Results
One FTE Faculty Slot

Explanation of How Resources Will Be Used
An additional FTE faculty slot would allow us to sustain our high enrollment numbers while maintaining a high level of teaching effectiveness. The large numbers have led to large class sizes (exceeding 30 in some core courses) and we do not have enough faculty to increase the number of sections that we can offer. In addition, the lack of flexibility in course offerings can lead to a rigid course sequence for students that is very restrictive.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"
Not Applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used	Frequency of Assessment
Enrollment & Graduate data from Academic Affairs office.	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
33.6	3

Comments/Narrative
The expected outcome of degrees awarded was met by our program, with a 5-year rolling average of 33.6 per year. The high number of majors allows us to easily meet this particular unit goal.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
While the number of students in our program continues to grow, we maintain strict standards, including demanding selection criteria for admittance into Level II of the program. Despite these criteria, enrollment is stable, and the quality of our students is improving.

Changes Made/Proposed Related to Goal
The department is committed to enhancing various aspects of our program to provide students with a superior educational experience:

- Curriculum map: faculty are developing a comprehensive curriculum map to track when students are introduced to core concepts, when these concepts are reinforced, and when mastery is expected. This ensures alignment between learning objectives, teaching methods, and assessments throughout the program.

- Laboratories: the availability of a hydrostatic weighing tank, motion analysis equipment, and elevated

performance platform has enriched teaching and provided students with engaging laboratory experiences.

- Research: faculty offer students the chance to engage in research across various fields, including biomechanics, physical activity and health, and nutrition and performance. Undergraduate research enhances classroom learning and promotes the development of higher-order thinking skills.

- Honor graduate cords: graduating students can earn departmental honor cords. Faculty have established rigorous requirements, including a high departmental GPA, research participation, involvement in departmental events, certification, and completion of graduate-level coursework, internships, or tutoring. This recognition motivates students early in their academic journey, resulting in a more complete academic journey and enhanced learning.

- PKI: this "final exam" has been reviewed and reformulated to serve as a preliminary assessment of student understanding before taking the Exercise Physiologist Certification Exam provided by the American College of Sports Medicine.

- Program Coordinator: The Program Coordinator has been temporarily relieved of teaching graduate courses and will receive an additional course release next year to address CAAHEP responsibilities. This provides the opportunity to intentionally revisit the PKI and meet with each instructor to share and discuss data. The goal is to use this data to inform and enhance instructional practices and/or decisions.

- Innovative teaching: faculty has been encouraged to reflect on their teaching practices and available resources while exploring professional development opportunities. Innovative teaching methods, such as active learning strategies (including Problem-Based Learning, case studies, and group projects) and the use of interactive content, can effectively enhance student engagement and deepen understanding of the material covered in core courses.

- Internships: The Internship coordinator will keep adding new internship site contracts and work with instructors, advisory board members, and site supervisors to get feedback on the evaluation tool and scoring rubric to ensure they are relevant and reliable.

- CAAHEP accreditation: the Exercise Science program recently underwent an on-site visit for CAAHEP accreditation, meeting all goals established by the national accreditor. We received positive feedback and praise from the site visitors, and the final accreditation status will be announced in mid-November.

We will continue to seek internal and external funding as well as important learning opportunities that will present students with the most relevant and up-to-date experiences.

Upload Rubrics/Other Files

Dean's Email Address
shuntbarron@lander.edu

Approved by Dean?
Yes

Signature of Dean
Sarah Hunt-Barron

Comments from Dean's Review
Evidence of use of the CAAHEP process and feedback is clear through this year's report; the accreditor has helped inform and structure some of our practices and will lead to improved assessment and tracking

of students and graduates throughout the program.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.